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been none in others. But Miss Johnson believes that Home employed whatever means were best suited to the particular time and place—sometimes suggestion, sometimes other methods of fraud. Mrs. Sidgwick also reviews fully Morselli's new book on Eusapia Paladino and Count Solovovo reviews Podmore's recent book entitled the Naturalization of the Supernatural.

*Text-book of Experimental Psychology*, by CHARLES S. MYERS. Edward Arnold, London, 1909. 432 p.

At last we have a text-book of experimental psychology written in England by an Englishman. In this country we have had plenty. But this work is written on different lines. It presupposes some acquaintance with the elements of general psychology, such as Stout's work; but is less advanced than that of Titchener. It assumes, too, some acquaintance with the general structure and functions of the nervous system. Although the author lays stress upon the physiological and physical conditions, his ultimate object is to describe the methods, principles and results of psychological experimental research. He has not included the topics of animal behavior, or of children and primitive races, nor subconscious, abnormal states. The book is based upon experience in teaching. It begins with sensations—cutaneous, visceral, auditory, labyrinthian, visual, gustatory, olfactory; and then considers the specific energy of sensations, statistical methods, reaction times, memory, muscular and mental work, psychophysical methods, weight, local signature, sensibility and sensory acuity, identity and difference, and binocular and binaural experience, the visual perception of size and direction, and time, rhythm, attention, and feelings. There is an appendix of nearly one hundred pages in finer type at the end on laboratory exercises. There are in all sixty-six cuts, and a judicious bibliography at the end of each chapter.

*Modern Educators and their Ideals*, by TADASU MISAWA. D. Appleton & Co., New York, 1909. 304 p.

No text-book exists in English or in any other language save German (in which thirty years ago Vögel printed a volume on the educational views of the great thinkers in the history of philosophy who had treated the subject) on the history of the philosophy of education. The student in this field has hitherto been entirely dependent upon special monographs or upon gleanings such as he could make from the history of philosophy. This book attempts to fill this gap from Bacon and Comenius down to William T. Harris and Stanley Hall, both inclusive. The author is a special student of philosophy and psychology and his training and interest in both seem to be equally good and his sympathies well balanced between theory and speculation on the one hand, and empiricism and experimentation on the other. It is singular that it should have been left to a native of Japan first to attempt this work in the English language, and yet more singular that he should have succeeded in giving us in such lucid and idiomatic English the often abstruse topics of which the book treats. It cannot fail, in the opinion of the present writer, to find a speedy entrance into normal schools and educational departments of college grade. The references, in which the author has had the expert help of Dr. Theodote Smith, are well chosen. In our opinion the chief criticism of the book would be that it is not a little more detailed in some chapters. The writers treated, in addition to the above names, are Locke, Rousseau, Basedow, Kant, Pestalozzi, Fichte, Froebel, Herbart, Spencer, and Hegel.